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AUTHOR Kilbane, Marian; Fleming, Margaret
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ABSTRACT

The Elementary Secondary Education Act of 1965 Title I Transition Classes were designed to establish a more stable yet flexible learning environment specifically adapted to the adjustment needs of selected disadvantaged pupils in the initial year of junior high school. Unique dimensions of the project included sefl-contained classes, teacher-team instructional approach, modified core curriculum, block scheduling, reduced class size and home visitation. With the close of the 1971-72 school year, the Transition Project completed its sixth year of operation. The 13 public schools and two non-public schools involved in the 1971-72 program represented a range of from one to six years of project participation, with four of the schools participating continuously since the project began in September, 1966. The 1971-72 project operation served a total of 1272 students enrolled in seventh grade. Approximately 71 percent of these students remained in Transition Classes fcr the entire schocl year. Among the stated objectives of the project were included the following: (1) to attain gains in reading significantly greater than gains expected (based on initial rate of progress); (2) tc attain gains in arithmetic significantly greater than gains expected; and, (3) to improve basic communication skills cf students. (Author/JM)

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TITLE I TRANSITION CLASSES
Fund 58-085
1971-72 EVALUATION

Prepared
by
Marian Kilbane
Supervisor

Margaret Fleming
Directing Supervisor

Cleveland Public Schools

DIVISION OF RESEARCH AND DEVELOPMENT

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UD 013591

TRANSITION CLASSES PROJECT EVALUATION

I. INTRODUCTION

A. Needs and Rationale

The ESEA Title I Transition Classes were designed to establish a more stable yet flexible learning environment specifically adapted to the adjustment needs of selected disadvantaged pupils in the initial year of junior high school. Unique dimensions of the project included self-contained classes, teacher-team instructional approach, modified core curriculum, block scheduling, reduced class size and home visitation.

B. Historical Background

With the close of the 1971-72 school year, the Transition project completed its sixth year of operation. Evaluation data of previous years indicated that Transition Class participants exceeded their peers in attendance rate, and demonstrated improvement in attitudes toward school and school-related behavior. Achievement in reading vocabulary and comprehension showed some improvement with over half of the pupils exceeding their expected gains. Performance in arithmetic computation and concepts did not change appreciably.

Follow-up data on eighth-grade performance revealed that Transition "graduates" maintained better attendance and school marks than did other pupils of comparable scholastic aptitude. In reading achievement, however, post-Transition pupils tended to perform at a lower level than did their counterparts.

C. Summary of Operations

The thirteen public schools and two non-public schools involved in the 1971-72 program represented a range of from one to six years of project participation, with four of the schools participating continuously since the project began in September, 1966 (Appendix A).

The 1971-72 project operation served a total of 1272 students enrolled in seventh grade. Approximately seven out of ten (71%) of these students remained in Transition for the entire school year.

D. Objectives

The stated objectives of the project were:

1. To attain gains in reading significantly greater than gains expected (based on initial rate of progress);

2. To attain gains in arithmetic significantly greater than gains expected (based on initial rate of progress);

3. To improve the basic communication skills of students as evidenced by teacher ratings of students ability to write and speak in complete sentences;

4. To improve attitude of students toward school as reflected in:

    a. Increase in frequency of completion of classwork and homework assignments

    b. Decrease in truancy rate, tardiness and class cutting

    c. Improvement in school attendance

5. To strengthen the communication between home and school as evidenced by increased degree of interaction and position change in parent-staff attitudes.

E. Focus of Evaluation

The project evaluation sought answers to the following questions, representing operational indices of attainment of the objectives:

1. Did students increase their rate of reading progress while in the Transition program?

2. Did students increase their rate of arithmetic progress while in the Transition program?

3. Did students evidence a higher attendance rate (while in the Transition program) than they did before entering the program?
   Did students in the Transition program evidence an attendance rate that was equal to or better than the rate of attendance for all seventh grade students (in Transition schools)?

4. Did students increase the frequency with which they completed assignments while in the Transition program?

5. What were the nature and scope of communication between project and home?
   What were parents' views about the project?

During the 1971-72 year, the project served a total of 127 seventh grade pupils at a per-pupil Title I cost of $651.00. The cost estimate was based on an average daily membership of 1150 students, and thus represents the average cost for a pupil remaining through the complete school year. Since the instructional costs from local funds averaged $518.00 per junior high school student, the total per pupil cost for a Transition Class member was $1,169.00.

II. HIGHLIGHTS OF FINDINGS

A. Did students increase their rate of reading progress while in the Transition program?

In vocabulary skills, girls evidenced an increase in rate of progress, while boys maintained the rate they had at project entry. This finding repeated the pattern that had emerged in the previous two years' findings.

In reading comprehension, both boys and girls had actual mean gains that corresponded to expected mean gains. These findings indicate that students had not appreciably changed their entry-level rates of progress in reading comprehension.

B. Did students increase their rate of arithmetic progress while in the Transition program?

In arithmetic computation, both boys and girls evidenced acceleration in progress rates. Actual gains were almost double the expected gains.

C. Did students evidence a higher attendance rate (while in the Transition program) than they did before entering the program?

For the 1971-72 school year, the Transition classes' attendance rate increased from 91.2% (for the year preceding Transition) to 93.7% (for the Transition year). The Transition classes' rate of 93.7% surpassed the rate of 88.3% established by all grade 7 pupils in the project schools.

D. Did students increase the frequency with which they completed assignments while in the Transition program?

Pre-post data revealed only negligible changes in proportion of assignments completed in English and in mathematics. In general, both boys and girls completed approximately 85% of their English assignments and 80% of their mathematics assignments.

E. Changes in Students' Classroom Behavior

As reflected by teachers' pre-post behavior ratings of a student sample, both boys and girls evidenced significant improvement. Ratings indicated that greatest improvement occurred in students' active participation in classroom learning activities.

F. Boys vs. Girls

In the evaluations of the two previous years, girls' progress had exceeded that of boys in attendance and in both reading and arithmetic achievement. In the 1971-72 results, girls' improvement again exceeded that of boys in Vocabulary and Computation. However, boys' improvement equaled that of girls in Comprehension and surpassed it in attendance.

G. 1971-72 Outcomes vs. 1970-71

Comparison between the 1970-71 and 1971-72 data revealed that the 1971-72 outcomes exceeded those of the previous year in attendance, arithmetic, and classroom-behavior ratings but were below those of the previous year in reading.

H. Factors Associated With Student Progress

A comparison between the group of five schools with the greatest progress and the group of five schools with least revealed that schools with the greatest progress:

- Had participated in the project for a longer period than had the schools with least progress;
- Had more Transition classes per school on the average;
- Had team leaders with more years of teaching experience;
- Had team leaders with less experience as team leaders (a reversal of the previous year's findings);
- Had a higher proportion of participants who remained in Transition for the entire school year;
- Had a lower proportion of team leaders who viewed the project as negatively affecting students' sense of "status".

I. Implications and Recommendations

The outcomes of the 1971-72 Transition project generate a profile reflecting attainment of some objectives (mathematics, attendance, classroom behavior) coupled with lack of attainment of other

objectives (reading). Overall, the 1971-72 gains in mathematics, attendance, and classroom behavior exceeded those of the previous year while reading progress was below the previous year's level. These findings confirm a critical need for more concerted effort in the area of reading instruction.

The 1971-72 findings further revealed that boys' performance, as compared to that of girls, had grown stronger. In the previous year of operation (1970-71), girls' progress surpassed that of boys in all five of the areas assessed. In the 1971-72 year, girls' gains exceeded those of boys in only two of the five areas (vocabulary and computation). Boys' gains exceeded those of girls in attendance and classroom behavior, and equalled the girls' gains in reading comprehension. These findings reflect the success of efforts to increase project impact on boys' performance.

Interpretation of the Transition outcomes must necessarily include recognition of wide variability in outcomes both among the schools, and within the schools (i.e., among the classes within a given school). Influencing this diversity in outcomes are both school variables (duration of Transition participation, number of Transition classes, pupil mobility) and class variables (teacher characteristics and student characteristics).

In general, many of these variables offer only limited opportunity for manipulation. Thus, for example, residential stability of participants is positively related to project outcomes but cannot be controlled by the project. Other factors, such as the involvement of more experienced teachers, depend upon the circumstances within the individual school.

A variable that may be amenable to change is the students' perception of the status attached to involvement in the Transition project. In the schools evidencing the least Transition gains, 50% of the team leaders viewed project participation as lowering a student's sense of "status". (In schools with the greater gains, the proportion was 28%). The student's own responses tended to substantiate the "low status" factor: although 52% of the participants were "glad to be in Transition", only 26% would "like to be in the same kind of program next year".

Instructional programs that group students according to academic performance must surmount the inevitable obstacle of the status ascribed to those at the lower end of the hierarchy. The Transition project serves those students who have evidenced the most critical learning and/or adjustment needs. The participating students realize that they are in a "different" program and may conclude that they are "different" -- and deficient. Students' perception of a "stigma" attached to project involvement depresses motivation.

A critical factor in alleviating this "low status" syndrome is the provision of effective teaching-learning experiences -- i.e., the involvement of teachers who are committed to and competent in serving the segment of the student population represented in Transition Classes. Students' participation in learning activities in which they feel involved and find success constitutes a primary impetus in promoting student motivation.

III. PROJECT DESCRIPTION

A. Procedures

Each Transition Class had a maximum enrollment of twenty-five pupils, with boys and girls assigned to separate classes. Class-to-class mobility and the number of teacher contacts were minimized by operating each class as a self-contained unit. In most of the schools, each Transition class remained together through a four-period block session of academic instruction. In the remaining schools, the block schedule consisted of two double-period sessions. During the other periods of the school day, Transition pupils attended classes in music, gym, and industrial arts or home economics.

A team of teachers conducted instruction during the four-period Transition block. The teacher team consisted of a team leader and a supportive group of resource teachers in various subject areas. Since over nine out of ten (93%) of the team leaders had English and/or social studies as a primary teaching area, most of the resource teachers were used in mathematics and science instruction. The team leader who served as homeroom teacher for a Transition Class, coordinated the efforts of the instructional team.

The reinforcement of study and communication skills was emphasized throughout the instructional program. Other subject areas such as art, music, and industrial arts or home economics were integrated into the program in order to capitalize on the interests that had been generated through a particular unit of instruction. Teachers in these subject fields were members of the "team" for each of the Transition classes served by the teacher.

Team activites were coordinated through after-school meetings conducted by the team leader.

Each Transition Class was serviced by a full-time educational aide. The educational aide provided clerical support for the teacher, reinforced instruction through individual and small-group work with students, and served as a liaison between the school and the home. A key function of teacher assistants was strengthening communication with parents through home visits. Project records indicated that educational aides completed at least one visit to the homes of 1170 Transition students, representing 92% of the participants. Approximately two out of three (67%) of the students had more than one home visit.

Other parent-contact activities included individual conferences held in the school (812 parents) and visits to Transition classes (507 parents). In addition, ten parents served on the project advisory committee.

The social worker assigned to Transition classes provided a variety of supportive services during the school year. Services to approximately 300 students included:

- Conferences with students, parents, teachers counselors, and administrators;
- referrals to agencies such as Family Services, Youth Service, Legal Aid Society, neighborhood opportunity centers, etc.;
- collection/distribution of clothing.

B: Characteristics of Transition Participants

A profile of the seventh-grade Transition participants includes the following characteristics:

1. The PLR scores ranged from 56 to 119, with a mean score of 84.7.

2. The average age of the participants was thirteen years five months with a range from twelve years six months to fourteen years eleven months.

3. During the year prior to project entry, participants had an average attendance of 164.2 days, corresponding to an attendance rate of 91.2%.

4. As reflected by mean scores on the Comprehensive Tests of Basic Skills (CTBS)*, Transition pupils were approximately four years below grade norm in reading comprehension, three years below norm in vocabulary, and two years below norm in arithmetic computation. Deficits between grade-placement at testing and obtained pre-test grade-equivalent scores were:

Vocabulary	2.8 grade equivalents
Reading Comprehension	3.6 grade equivalents
Arithmetic Computation	3.2 grade equivalents

This pattern of deficits was almost identical with the profile of the previous year's participants.

*CTBS test administered in early October, 1971.

IV. ANALYSIS OF FINDINGS

A. Evaluation Design

The evaluation was concerned primarily with assessment of pre-post changes in the areas of:

1. Classroom behavior as reflected by teacher ratings of a sample of students;

2. Students' attendance before and during project participation;

3. Students' achievement as reflected by standardized test scores in reading vocabulary, comprehension, and arithmetic computation. (Achievement analysis focused primarily on changes in students' rates of progress -- i.e., comparison between actual gains and expected gains based on entry-level progress rate).

The pre-post design necessarily limited the analysis to students for whom both pre and post data were available. Pre-post measures on at least one variable were available for 703 of the 854 full-year public school participants (or 82% of the full-year group). Complete data on all of the variables were available for 275 students, or 32% of the total number of full-year participants.

B. Changes in Achievement

The assessment of changes in achievement centered on analyses of the pre-post results of standardized tests of reading and arithmetic. The analyses were designed to answer the following questions:

1. Did students increase their rate of reading progress while in the Transition program?

2. Did students increase their rate of arithmetic progress while in the Transition program?

Before proceeding with the results of the analysis of findings "statistical significance" should be placed in proper perspective:

1. A "statistically significant" pre-post difference indicates that a "real" change has occurred -- i.e., that post scores are "really" different from the pre scores. However, the statistic does not take into account the time period during which the change occurred. Thus, for example, a gain of four months in test scores could prove to be a "real" pre-post difference regardless of whether the change had occurred over one month or over ten months. A pre-post change that is not significant represents a fluctuation that is within the range to be expected through chance alone.

2. The significance-of-change statistic does not take into account the relation of gain scores to rate of progress at the point of pre-testing. A student who attains a grade-equivalent score of 7.0 when he or she has an actual grade placement of 7.0 is considered to be "at norm". This hypothetical student would be expected to show "normal" progress of approximately one month in test score for each month of instructional time. However, a student whose pre-test performance is only half the "normal" -- e.g., a score of 3.5 at an actual grade placement of 7.0 -- would be expected to gain at approximately half the "normal" rate. Realistic interpretation of gain scores must include recognition of below-normal initial achievement of students.

The Comprehensive Tests of Basic Skills (CTBS) Form Q, was administered to all Transition students during the first two weeks in October, 1971. Form R of the same test was administered during the first two weeks of May, 1972. The elapsed time between pre and post testing was seven months, or .7 grade-equivalent units.

Students in twenty-three classes completed the Level 2 CTBS pre and post. The remaining twenty-four classes used Level 3. Because the Level 2 and Level 3 pre-test means were almost identical, the data were combined for analysis of pre-post results. Both levels yielded means of 3.4 in Comprehension. Vocabulary means were 3.9 (Level 2)

vs. 4.0 (Level 3). Computation means were 4.9 (Level 2) vs. 4.7 (Level 3).

In order to compare students' actual score-changes with score-changes to be "expected" on the basis of pre-test rates, an expected gain-score was computed for each student. E.g., a pupil with an actual grade placement of 7.0 who attained a grade-equivalent score of 4.0 had progressed at a rate below "normal". For such a student an expected gain over seven months of instruction could be approximated as 4.0/7.0 X 7 months = 4.0 months of gain, rather than the "normal" seven months. Differences between actual and expected changes were analyzed.

Vocabulary *

Over seven months of instruction, the boys' mean vocabulary gain was three months (3.96 to 4.22), the girls' mean gain was six months (4.09 to 4.70), and the total group gain was four months (4.01 to 4.42).

For the girls, the actual mean gain of .61 exceeded significantly ($p<.05$) the expected gain of .40. The difference between the actual and expected gains reflected an increase in progress rate from 58% of the "normal" (at entry) to 87% (during the Transition period).

The boys' actual mean gain of .26 did not differ significantly from the expected gain of .39. Corresponding progress rates were 56% (initial) and 54% (during Transition). The absence of a significant difference between actual and expected gains indicates that boys had maintained but not increased their entry-level rate of

*Appendix C

progress. For boys and girls combined, the actual mean gain of .41 did not differ significantly from the expected mean gain of .40. Progress rate increased from 56% (initial) to 59% (during Transition). Based on these results it appears that the girls' rate of progress increased significantly, but no appreciable change occurred in boys' rate of progress.

Reading Comprehension*

The girls' mean gain was four months (3.76 to 4.18), the boys' mean gain was four months (3.37 to 3.75) and the total group gain was four months (3.53 to 3.93).

Comparison of the actual gains with the expected gains revealed that actual increases did not differ significantly from increases to be expected had students maintained their pre-test rate of progress. For boys, girls, and the combined groups, both the expected increase and the actual increase were approximately four months, respectively.

Boys' progress rate changed from 47% to 54%, and the girls' rate changed from 53% to 60%. The total-group rate changed from 50% to 57%.

These results indicate that progress rates of both boys and girls did not accelerate significantly during the period of participation.

Comparison Among Schools: Reading

Comparison of changes in reading vocabulary and comprehension revealed considerable diversity among the Transition schools

*Appendix C

(Appendix D). In vocabulary, pre-to-post changes among schools ranged from a decline of almost four months to a gain of approximately two years. Increases of one month or more beyond expected gains were demonstrated by four of the thirteen schools. An additional two schools had changes that were within plus or minus one month of the expected gain reflecting continuation of the entry-level rate of progress. The remaining seven schools had pre-to-post changes that were below expectancy.

In reading comprehension, only two of the thirteen schools exceeded gains by one month or more. Four schools had changes within the expectancy range. The remaining seven schools had change scores below expectancy.

Arithmetic Computation*

The boys' gain of eight months (4.76 to 5.57), the girls' gain of nine months (5.09 to 5.97), and the total-group gain of eight months (4.90 to 5.74) were all statistically significant.

Actual gains exceeded expected gains for boys, girls and total group, with progress rates shifting from 67% to 116% for boys, from 72% to 126% for girls, and from 69% to 120% for the total group.

These findings indicate that marked acceleration had occurred in rates of progress for both boys and girls.

Comparison Among School: Arithmetic

The comparison among schools in relation to arithmetic performance are summarized in Appendix E. Although some variability existed among the schools, it was not as great as had appeared in reading.

*Appendix C

Nine of the thirteen schools had gains that surpassed expectancy by more than one month. Three of the thirteen schools had gains that were within one month of expected gain and reflected no change in initial progress rates. The remaining school had below-expectancy changes.

C. Attendance Patterns

Assessment of changes in student attendance focused on comparison between attendance during the year preceding project entry and attendance during the year of project participation. (Appendix F).

Comparison of the "pre" attendance with attendance during the project year revealed that both boys and girls had improved in attendance. The boys' gain of over five days (from 163.6 to 168.7), the girls' gain of approximately two days (from 164.9 to 167.0), and the total-group gain of almost four days (from 164.2 to 167.9) were significant.

During the 1971-72 school year, the Transition students had better attendance than did the total seventh grade group in the project schools.

- The Transition attendance rate of 93.2% was higher than the rate of 88.2% for all Grade 7 students in the project schools.
- In each of the Transition schools included in the attendance comparison, the attendance rate of project participants was higher than the total Grade 7 rate in the given schools (Appendix G).

Interpretation of the higher attendance of the Transition group must be tempered by recognition that the Transition results are based on full-year participants with complete pre-post data.

These students may represent a more selective sample of the total participant group.

D. Ratings of Pupil Behavior

Team leaders completed behavior ratings for a random sample of Transition students. The rating scale consisted of twelve behavioral characteristics to be rated on a four-point scale ranging from "very much like" to "not at all like" the given pupil (Appendix H). The maximum possible rating was 48 points.

Both pre and post ratings were available for a total of 217 students -- 110 boys and 107 girls. Analysis of pre-post ratings revealed that significant gains had occurred in both boys' and girls' ratings. The boys' mean rating increased from 34.5 to 36.3, while the girls' ratings rose from 35.4 to 37.2 (Appendix I).

The changes in pre-post ratings indicated an increase in students' active interest and participation in class activities, as well as an improvement in students' study habits and effort.* The following behaviors reflected the greatest pre-post change in the proportion of students rated "very much like" the given characteristic:

"Often asks questions reflecting interest in school work."	+12%
"Sticks with a job until its finished."	+12%
"Gets along well with fellow students."	+14%
"Completes (his/her) work whether someone checks up or not."	
"Expresses concern about getting good grades."	+15%

*Appendix J

E. Students' Completion of Assignments

As stated in its objectives, the Transition Classes project was to effect "improved quality in written classwork and homework assignments" of the student participants. Assessment of this objective was based on teacher reports of the number of assignments given and completed satisfactorily in English and mathematics. Data (for a sample of students) were collected for two-week periods in November and May.

Results (Appendix K) revealed only negligible changes in the proportion of completed assignments in mathematics and in English. The proportion shifted from 86% (pre) to 84% (post) in English, and from 82% (pre) to 79% (post) in mathematics. Boys and girls evidenced similar patterns of pre-post change. In English, the boys' completion rate shifted from 86% to 84%; the girls' change in rate was 86% to 83%. In mathematics, the boys' change was 80% to 77% vs. a change from 83% to 81% for the girls.

The data indicated that girls received more assignments than did boys. During the two weeks representing the "pre" phase, girls received an average of 11.4 English assignments vs. an average of 8.0 among boys. The average number of math assignments given was 11.4 for girls vs. 8.5 for boys.

F. Boys vs. Girls *

In the evaluation of the two previous years, girls' progress exceeded that of boys in attendance and in both reading and arithmetic achievement. In the 1971-72 results, girls' improvement again exceeded that of boys in Vocabulary and Computation. However, boys' improvement equaled that of girls in Comprehension and surpassed it in attendance.

G. 1970-71 vs. 1971-72 **

Comparisons between the 1970-71 and 1971-72 data revealed that the 1971-72 outcomes exceeded those of the previous year in attendance, arithmetic, and classroom-behavior ratings, but were below those of the previous year in reading.

- The 1971-72 attendance results reflected a mean pre-to-post increase of 3.6 days vs. a decline of 1.9 days in the previous year's outcomes. Both boys and girls demonstrated greater improvement in 1971-72 than they had in 1970-71.

- Arithmetic computation scores indicated that greater progress had occurred during the 1971-72 program than during the previous year. For both boys and girls, the 1971-72 gains surpassed expectancy to a greater degree than had occurred in the 1970-71 period.

- Classroom-behavior ratings revealed an increase in the 1971-72 level of positive ratings vs. a decline in the previous year's pre-to-post pattern.

- In both vocabulary and reading comprehension, the actual pre-post gains in 1971-72 corresponded to expected gains and reflected no acceleration in progress rates. The previous year's outcomes had revealed accelerated progress in both vocabulary and comprehension performance.

*Appendix L
**Appendix M

II. Comparison Among Schools

Evaluation outcomes for the thirteen schools were analyzed to discern differences among schools and to further identify factors associated with the greatest and least progress. The four progress measures used were pre-post change in attendance, and deviations from expected gains in reading vocabulary, reading comprehension, and arithmetic computation.

School rankings were computed for each of the four progress measures and the average rank was then determined for each school. The five schools with the highest rank values were designated as "plus" schools. The five schools with the lowest rank values were designated as "no plus" schools. The two sets of schools were then compared across program variables. Findings, reported in Appendix N, revealed the following points of difference and similarity:

1. The five "plus" schools had a slightly longer period of involvement in the Transition program than was true of the five "no plus" schools. The "plus" schools had an average of 5.2 years of project participation, as compared to the average of 5.0 years of participation for the "no plus" schools.

2. The "plus" schools tended to have Transition programs with more classes per school. The "plus" schools had an average of 4.4 Transition classes; the "no plus" schools had an average of 3.2 classes.

3. Team leaders in the "plus" schools had more years of teaching experience (an average of 6.9 years) than did team leaders in "no plus" schools (an average of 5.7 years).

4. Team leaders in the "plus" schools had a slightly lower level of experience as team leaders (an average of 2.4 years) than did team leaders in the "no plus" schools (an average of 2.8 years). This outcome was a reversal of the previous years' findings.

5. In the schools, team leaders viewed Transition as having a more positive impact on students' perception of status than was true in the "no plus" schools. In the "plus" schools, 28% of the team leaders perceived Transition participation as lowering the students' status. In the "no plus" schools, 50% of the team leaders viewed participation as negatively affecting student status.

6. The proportion of participants remaining for the full year was slightly higher in the "plus" schools (74%) than in the "no plus" schools (69%).

7. Team leaders in "plus" and "no plus" schools ascribed the same value to Transition team meetings. In both sets of schools, 39% of the team leaders rated such meetings as "essential" or of "very much value".

8. Team leaders in the "plus" schools reported less instructional coordination than did team leaders in the "no plus" schools. In the "plus" schools, only 17% of the team leaders reported "very much" coordination as compared to 31% of the team leaders in the "no plus" schools. This finding is a reversal of the pattern that appeared in the previous year's outcome.

I. Opinions of Team Leaders *

In questionnaire responses, team leaders (N=42) provided their assessment of project strengths, problem areas, and directions for improvement. Over 82% of the team leaders cited the combination of reduced class size and the modified schedule as the predominant strengths of the project. The team leaders reported that these

*Appendix O

factors enabled teachers to develop a more flexible and individualized instructional program, and to establish a closer relationship with each pupil. Also identified as important contributions to project effectiveness were the services of teacher assistants (especially in promoting parent contact), and the availability of supplementary materials and equipment.

Team Activities

Five out of ten (50%) of the team leaders considered the meetings as "essential" or of "much value" in improving learning and instruction for Transition students; an additional four out of ten (38%) viewed meetings as having "some value". Only one out of ten (12%) gave ratings of "little or no value". These data reflect an increase in positive views of the value of team meetings. In the previous year (1970-71), only 32% of the team leaders felt meetings were "essential" or of "much value".

Approximately one out of four (24%) of the team leaders felt that there was "very much" coordination of instruction among different subject areas. An additional 69% rated instructional coordination as "moderate".

Team Leaders' questionnaire responses revealed an association between perceived degree of instructional coordination and the value ascribed to team meetings. Among team leaders who considered team meetings to be "essential" or of "much value", almost four out of ten (38%) reported "very much" instructional coordination. Among team leaders viewing team meetings as of "little or no value"

or "some value", fewer than one out of ten (9%) reported "very much" instructional coordination. Table I presents the patterns of teacher ratings of instructional coordination and value of team meetings.

TABLE I

Team Leaders' Ratings:
Instructional Coordination
vs.
Value of Team Meetings

Degree of Instructional Coordination	Essential/ Very Much Value		Some/Little or No Value	
Very Much	8	38%	2	9%
Moderate	12	57%	17	81%
Accidental	1	5%	2	9%

The majority of team leaders expressed a desire to either give greater emphasis to team meetings (45%) or continue such meetings on the present basis (30%). One out of four (25%) advised that meetings be given less emphasis.

Educational Aides

Approximately two out of three (64%) of the team leaders indicated that the allocation of educational aide time was "very good", with the remaining 36% giving an "adequate" rating. The great majority of the team leaders gave "very good" ratings to aides' willingness to do assigned work (80%) and ability to do assigned work (78%).

Almost four out of ten (37%) of the team leaders not only completed the educational aide items on the questionnaire, but also added further comments praising the services of their aides. Typical comments were:

> " Great help in giving students scholastic and personal assistance!"
>
> " My educational aide was just great!"
>
> " My aide was invaluable in keeping in contact with the home."

Class Scheduling

Three out of four (75%) of the team leaders viewed the scheduling of Transition classes as satisfactory. Suggestions offered by the remaining team leaders included:

- providing a common planning period for all members of a Transition team;
- substituting art for music in students' programs;
- scheduling block classes only in the morning.

Student-Selection Procedures

Over six out of ten (62%) of the team leaders expressed satisfaction with the procedures used in selecting students. Recommendations submitted by the remaining 38% of the team leaders included:

- avoiding Transition placement of "discipline problems;"
- eliminating mid-year additions to Transition classes.

Materials and Supplies

Almost nine out of ten (85%) of the team leaders considered materials and supplies to be "appropriate to the learning levels of the students". Materials and supplies were rated "adequate in quantity" by 75% of the team leaders.

Project Impact on Student "Status"

Team leaders expressed divided opinions regarding the effect of project membership on students' sense of "status" in the school. The proportion of team leaders who viewed membership as having a negative impact (37%) was exactly the same as the proportion who perceived positive impact. The remaining 26% of the teachers felt that participation had no affect on participants' sense of "status".

Almost six out of ten (57%) of the respondents recommended that the project continue to operate in its present form. The remaining team leaders advised that the project be continued but with certain modifications. In addition to recommended changes cited elsewhere in this evaluation, team leaders offered the following advice:

- extend the project to grades 8 and 9 or establish a follow-up program to assist Transition "graduates";
- assign resource teachers who understand and support the project;
- avoid reassignment of educational aides and resource teachers during the course of the year.

J. Opinions of Educational Aides

Questionnaire data were submitted by 44 of the 48 Educational aides. The data revealed that approximately tow out of three (64%) of the respondents had served as a Transition educational aides for two or more years (including the 1971-72 school year).

As part of the questionnaire, educational aides reported the three activities to which they devoted the greatest amount of time and the three activities receiving the least amount of their time. Responses, summarized in Appendix P , indicate that the greatest amount of time was given to:

- Helping pupils on an individual basis;
- Working with pupils in small groups;
- Conferring with parents via home visits.

The activities to which educational aides devoted the least amount of time were "conferring with parents via school visits" and "clerical assistance".

K. Students' Opinions about Transition Classes*

A total of 171 students -- 96 boys and 75 girls -- completed a ten-item questionnaire designed to tap opinions about the project. The questionnaire was administered in May, 1972.

The survey responses generally reflected positive student views about the Transition program. Over eight out of ten (84%) of the respondents thought that they were "learning better this year than ... last year". Almost nine out of ten (86%) of the students reported that "Transition Classes teachers are doing a good job". A majority of the respondents felt that the program should be continued: 58% rejected the

* Appendix Q

suggestion of dropping the program vs. 25% who agreed with the suggestion.

Although students' positive ratings to Transition efforts, they were somewhat less enthused about participating in the classes. Approximately five out of ten (52%) of the students were "glad to be in the program" vs. three out of ten (29%) who were not. Fewer than three out of ten (26%) would "like to be in the same kind of program next year"; over six out of ten (62%) expressed objection.

Opinions appeared to be divided regarding having separate classes for boys and girls. Approximately one third (35%) of the students agreed that "students learn better if class is either all boys or all girls". An almost equal proportion (37%) disagreed.

L. Opinions of Parents

To elicit parents' opinions about Transition Classes, a short questionnaire (Appendix R) was sent to parents of a random sample of 280 students. Despite efforts to encourage parent response (anonymity of reply ... provision of stamped, self-addressed envelope for returns), the rate of return was disappointing. Sixty-eight completed questionnaires were submitted -- or 24% of the total distributed.

Over nine out of ten (91%) of the respondents knew that their children were in the Transition project. Almost eight out of ten (79%) reported that their children seemed to be "more interested in school this year". An equally high proportion (77%) thought that their children were "doing better in school this year than last year".

Almost nine out of ten (89%) of the parents reported that

they had been invited to visit their children's classes. Approximately seven out of ten (68%) had been visited by someone from the project staff, and had been invited to take part in activities related to the class (69%).

The survey responses reflected parents' satisfaction with the practice of home visits conducted by the educational aides. Parents cited such positive factors as:

- Increases understanding between parent and teacher;
- Helps parents become more aware of what's going on and how they can help;
- Gives parents more insight into child's schoolwork.

In general, a strong majority (77%) of the parents viewed the project as a "good program", with an additional 22% indicating that they "weren't sure".

V. IMPLICATIONS AND RECOMMENDATIONS

The outcomes of the 1971-72 Transition project generate a profile reflecting attainment of some objectives (mathematics, classroom behavior) coupled with lack of attainment of other objectives (reading). Overall, the 1971-72 gains in mathematics, attendance, and classroom behavior exceeded those of the previous year's level. These findings confirm a critical need for more concerted effort in the area of reading instruction.

The 1971-72 findings further revealed that boys' performance, as compared to that of girls, had grown stronger. In the previous year of operation (1970-71) girls' progress surpassed that of boys in all five of the areas assessed. In the 1971-72 year, girls' gains exceeded those of boys in only two of the five areas (vocabulary and computation). Boys' gains exceeded those of girls in attendance and classroom behavior, and equalled the girls' gains in reading comprehension. These findings reflect the success of efforts to increase project impact on boys' performance.

Interpretation of the Transition outcomes must necessarily include recognition of wide variability in outcomes both among the schools, and within the schools (i.e., among the classes within a given school). Influencing this diversity in outcomes are both school variables (duration of Transition participation, number of Transition classes, pupil mobility) and class variables (teacher characteristics and student characteristics).

In general, many of these variables offer only limited opportunity for manipulation. Thus, for example, residential stability of participants

is positively related to project outcomes but cannot be controlled by the project. Other factors, such as the involvement of more experienced teachers, depend upon the circumstances within the individual school.

A variable that may be amenable to change is the student's perception of the status attached to involvement in the Transition project. In the schools evidencing the least Transition gains, 50% of the team leaders viewed project participation as lowering a student's sense of "status". (In schools with the greater gains, the proportion was 28%). The student's own responses tended to substantiate the "low status" factor: although 52% of the participants were "glad to be in Transition", only 26% would "like to be in the same kind of program next year".

Instructional programs that group students according to academic performance must surmount the inevitable obstacles of the status ascribed to those at the lower end of the hierarchy. The Transition project serves those students who have evidenced the most critical learning and/or adjustment needs. The participating students realize that they are in a "different" program and may conclude that they are "different" -- and deficient. Students' perception of a "stigma" attached to project involvement depresses motivation.

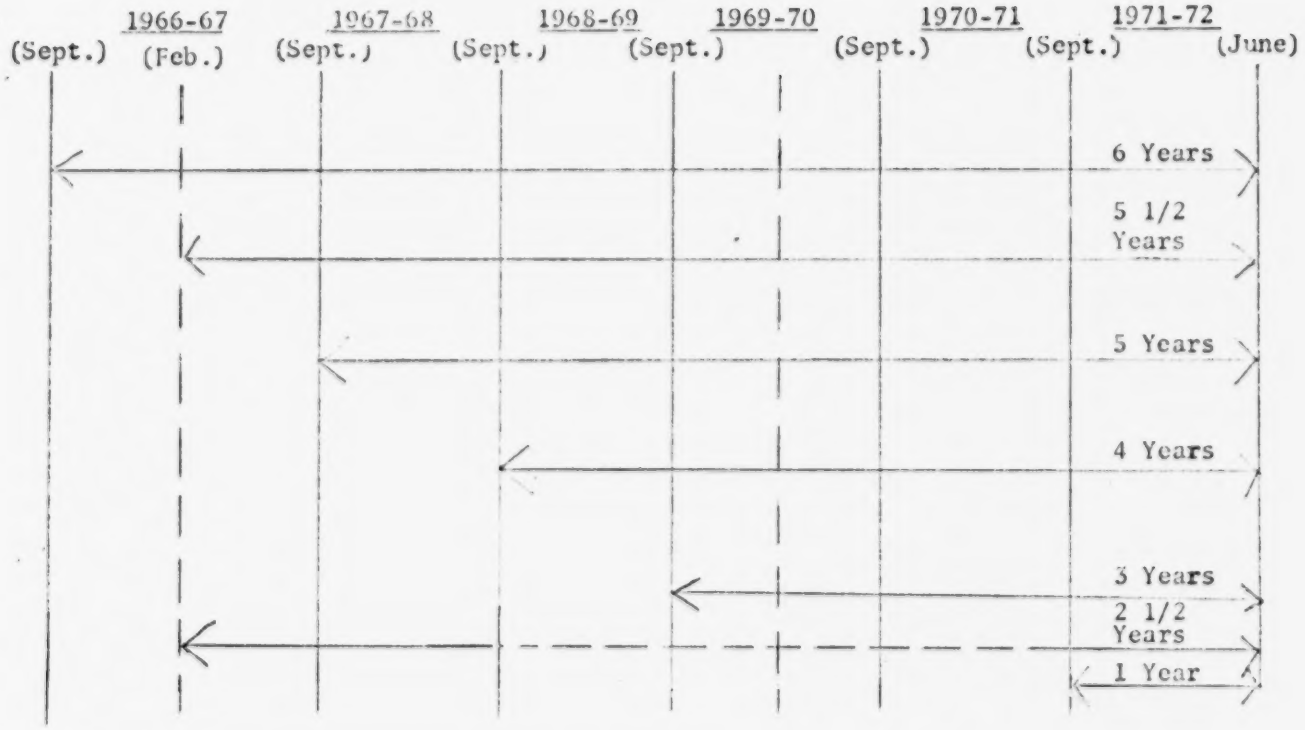
A critical factor in alleviating this "low status" syndrome" is the provision of effective teaching-learning experiences -- i.e., the involvement of teachers who are committed to and competent in serving the segment of the student population represented in Transition Classes. Students' participation in learning activities in which they feel involved and find success constitute a primary impetus in promoting student motivation.

APPENDICES

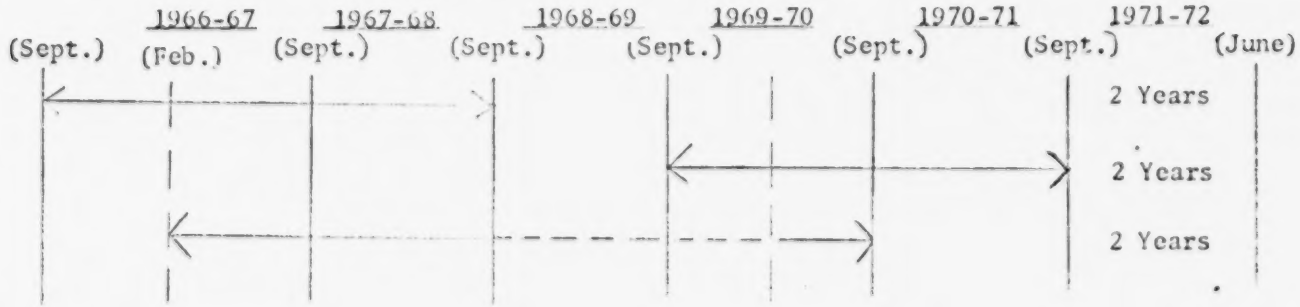
APPENDIX A

Duration of Participation
in the
Transition Program

Schools Participating in 1971-72



Schools Participating Prior to 1971-72



APPENDIX B

Participants in Transition Classes

1971-72 School Year

SCHOOL	TOTAL
Addison	92
Audubon	53
Central	53
Empire	49
Franklin D. Roosevelt	205
Harry E. Davis	159
Kennard	48
Lulu Diehl	61
Patrick Henry	246
Rawlings	97
Martin Luther King	39
William D. Howells	54
Willson	47
Immaculate Conception	35
St. Agatha	34
TOTAL	1272

APPENDIX C

Comparison Between Actual
and
Expected Gains in Achievement

VOCABULARY*

	N	PLR	Pre	Post	Actual Gain	Expected Gain	Difference (Actual-Expected)
Boys	412	83.8	3.96	4.22	+.26	+.39	-.13
Girls	291	86.0	4.09	4.70	+.61	+.40	+.21
Total	703	84.7	4.01	4.42	+.41	+.40	+.01

COMPREHENSION*

	N	PLR	Pre	Post	Actual Gain	Expected Gain	Difference (Actual-Expected)
Boys	412	83.8	3.37	3.75	+.38	+.33	+.05
Girls	291	86.0	3.76	4.18	+.42	+.37	+.05
Total	703	84.7	3.53	3.93	+.40	+.35	+.05

COMPUTATION*

	N	PLR	Pre	Post	Actual Gain	Expected Gain	Difference (Actual-Expected)
Boys	412	83.8	4.76	5.57	+.81	+.47	+.34
Girls	291	86.0	5.09	5.97	+.88	+.50	+.38
Total	703	84.7	4.90	5.74	+.84	+.48	+.36

* Comprehensive Tests of Basic Skills - Form administered in early October, 1971 -- Form administered in May, 1972.

APPENDIX D

Comparison Among Schools:
Actual Gain vs. Expected Gain
in Reading

			VOCABULARY				COMPREHENSION			
SCHOOL	N	$\bar{X}$ PLR	Pre	Post	Expected Post	D	Pre	Post	Expected Post	D
Addison	59	91.16	4.14	4.06	4.55	- .49	3.39	4.41	3.72	+ .69
Audubon	47	91.49	4.19	4.16	4.60	- .44	3.44	3.82	3.78	+ .04
Central	19	82.63	3.67	3.89	4.03	- .14	3.39	3.34	3.72	- .38
Empire	25	83.56	3.78	4.15	4.15	-0-	3.70	3.80	4.06	- .26
F.D.Roosevelt	109	84.76	4.30	4.49	4.72	- .23	3.57	3.81	3.92	- .11
H.E.Davis	96	79.58	3.61	4.06	3.96	+ .10	3.16	3.39	3.47	- .08
Kennard	32	81.97	3.83	3.45	4.21	- .76	3.47	3.52	3.81	- .29
Lulu Diehl	14	88.21	3.43	3.44	3.77	- .33	3.15	3.25	3.46	- .21
Patrick Henry	149	88.05	4.52	4.84	4.97	- .13	4.13	4.31	4.54	- .23
Rawlings	75	81.35	3.74	5.69	4.11	+1.57	3.27	4.66	3.59	+1.07
Martin L. King	22	75.18	3.19	3.86	3.50	+ .36	2.84	3.07	3.12	- .05
Wm.D.Howells	40	82.77	3.64	4.02	4.00	+ .02	3.53	3.78	3.88	- .10
Willson	16	80.53	3.54	3.97	3.89	+ .08	3.20	3.27	3.52	- .25
	703	84.71	4.01	4.42	4.41	+ .01	3.53	3.93	3.88	+ .05

APPENDIX E

Comparison Among Schools:
Actual Gain vs. Expected Gain
in Arithmetic

SCHOOL	N	$\bar{X}$ PLR	Pre	Post	Expected Post	D
Addison	59	91.16	5.02	6.18	5.51	+ .67
Audubon	47	91.49	5.24	5.88	5.76	+ .12
Central	19	82.63	4.57	5.02	5.02	-0-
Empire	25	83.56	5.11	6.15	5.61	+ .54
F.D.Roosevelt	109	84.76	4.87	5.53	5.35	+ .18
Harry E. Davis	96	79.58	4.90	5.50	5.38	+ .12
Kennard	32	81.97	4.25	4.68	4.67	+ .01
Lulu Diehl	14	88.21	4.35	5.44	4.78	+ .66
Patrick Henry	149	88.05	5.24	6.59	5.76	+ .83
Rawlings	75	81.35	4.87	5.27	5.35	- .08
Martin L. King	22	75.18	4.19	4.88	4.60	+ .28
Wm. D. Howells	40	82.77	4.47	5.73	4.91	+ .82
Willson	16	80.53	4.58	4.56	5.03	- .47
TOTAL	703	84.71	4.90	5.74	5.38	+ .36

APPENDIX F

Comparison of Attendance
before and During Transition Participation

	"Pre" Year (1970-71) Days	%	"Post" Year (1971-72) Days	%	Change Days	%
Boys (N=178)						
Mean	163.56	90.8%	168.67	93.7%	+5.11	+2.9%
S.D.	19.22		11.49			
Girls						
Mean	164.94	91.6%	166.98	92.7%	+2.04	+1.1%
S.D.	13.73		13.30			
TOTAL						
Mean	164.22	91.2%	167.86	93.2%	+3.64	+2.0%
S.D.	16.84		12.42			

APPENDIX G

Comparison of Attendance Rates
For 1971-72 School Year

Transition vs. Total Grade 7

SCHOOL	Transition	Total	Transition Minus Total
Addison	93.6%	86.3%	+ 7.3%
Audubon	93.6%	89.7%	+ 3.9%
Central	***	88.6%	****
Empire	***	92.1%	****
F.D.Roosevelt	94.6%	89.9%	+ 4.7%
Harry E. Davis	93.5%	87.7%	+ 5.8%
Kennard	***	87.3%	****
Lulu Diehl	94.8%	80.4%	+14.4%
Patrick Henry	93.9%	93.4%	+ .5%
Rawlings	92.1%	86.9%	+ 5.2%
Martin L. King	***	83.3%	****
Wm. D. Howells	91.1%	86.3%	+ 4.8%
Willson	91.7%	85.5%	+ 6.2%
TOTAL	93.2%	88.2%*	+ 5.0%

* Based on only those schools for which a Transition Attendance Rate was available.

APPENDIX H

CLEVELAND PUBLIC SCHOOLS
Divison of Research and Development

TEAM LEADER _____

SCHOOL _____

PUPIL _____

DATE _____

PUPIL BEHAVIOR SCALE

The attached scale has been designed to assess various dimensions of pupil behavior in the classroom. For each of the traits listed, please indicate the degree to which the characteristic is "like" or "unlike" the pupil. Ratings range from "Very Much Like" to "Not At All Like" the pupil. Please give a response to every item and base your response upon your current personal observation and experience with the pupil.

	VERY MUCH LIKE	SOMEWHAT LIKE	VERY LITTLE LIKE	NOT AT ALL LIKE
1. Often asks questions reflecting interest in schoolwork.	___	___	___	___
2. Sticks with a job until it's finished.	___	___	___	___
3. Picks on or threatens classmates.	___	___	___	___
4. Comes to class prepared.	___	___	___	___
5. Contributes a great deal to class discussions.	___	___	___	___
6. Appears to become discouraged when (he, she) makes a mistake in class.	___	___	___	___
7. Gets along well with fellow students.	___	___	___	___
8. Alert and responsive to classroom discussions.	___	___	___	___
9. Completes (his,her) work whether someone checks-up or not.	___	___	___	___
10. Is sleepy-looking; rarely alert in class.	___	___	___	___
11. Expresses concern about getting good grades.	___	___	___	___
12. Responds to criticism with a verbal attack upon another person.	___	___	___	___

APPENDIX I

Comparison of Pre-Post
Ratings* of Pupil Behavior

	No.	Pre		Post		Mean Change	Pre vs. Post
		$\bar{X}$	S.D.	X	S.D.		
Boys	110	34.47	6.96	36.32	7.54	+1.85	t=2.30
Girls	107	35.44	7.28	37.16	7.41	+1.72	t=2.48
TOTAL	217	34.95	7.12	36.71	7.45	+1.76	t=3.31

Lowest Possible Rating = 12

Highest Possible Rating = 48

* Obtained from team leaders in October,1971 and May,1972.

APPENDIX J

Pupil Behavior Ratings
Pre vs. Post
(N=215)

		VERY MUCH LIKE	SOME-WHAT LIKE	VERY LITTLE LIKE	NOT AT ALL LIKE
1. Often asks questions reflecting interest in schoolwork	Pre	25%	37%	25%	13%
	Post	37%	37%	16%	10%
2. Sticks with a job until it's finished.	Pre	33%	42%	19%	6%
	Post	45%	35%	13%	7%
3. Picks on or threatens classmates	Pre	7%	15%	25%	53%
	Post	11%	14%	21%	54%
4. Comes to class prepared.	Pre	39%	38%	16%	7%
	Post	38%	40%	12%	10%
5. Contributes a great deal to class discussions.	Pre	19%	39%	28%	14%
	Post	28%	38%	20%	14%
6. Appears to become discouraged when (he/she) makes a mistake in class.	Pre	13%	27%	41%	19%
	Post	10%	29%	36%	25%
7. Gets along well with fellow students.	Pre	32%	54%	10%	4%
	Post	46%	39%	11%	4%
8. Alert and responsive to classroom discussions.	Pre	26%	45%	20%	9%
	Post	32%	43%	18%	7%
9. Completes (his/her) work whether someone checks up or not.	Pre	26%	46%	15%	13%
	Post	39%	35%	16%	10%

APPENDIX J (con't)

			VERY MUCH LIKE	SOME-WHAT LIKE	VERY LITTLE LIKE	NOT AT ALL LIKE
10.	Is sleepy-looking; rarely alert in class.	Pre	7%	17%	35%	41%
		Post	8%	14%	22%	56%
11.	Expresses concern about getting good grades.	Pre	23%	42%	26%	7%
		Post	38%	37%	15%	10%
12.	Responds to criticism with a verbal attack on another person.	Pre	10%	17%	25%	48%
		Post	14%	19%	17%	50%

APPENDIX K

Proportion of Assignments Completed
November vs. May

ENGLISH ASSIGNMENTS

		November			May		
Student Group	N	X Assign Given	X Assign Complet.	% Assign Comple.	X Assign Given	X Assign Comple.	% Assign Comple.
Boys	110	8.01	6.88	85.9%	9.10	7.68	84.4%
Girls	99	11.41	9.87	86.5%	10.25	8.48	82.7%
TOTAL	209	9.94	8.57	86.2%	9.65	8.06	83.5%

MATHEMATICS ASSIGNMENTS

		November			May		
Student Group	N	X Assign Given	X Assign Comple.	% Assign Comple.	X Assign Given	X Assign Comple.	% Assign Comple.
Boys	110	8.54	6.87	80.4%	9.56	7.32	76.6%
Girls	99	11.43	9.48	82.9%	10.84	8.78	81.0%
TOTAL	209	9.96	8.15	81.8%	10.50	8.28	78.9%

APPENDIX L

Comparison Between Boys' and Girls' Results:
1969-70, 1970-71 and 1971-72

VOCABULARY

(1969-70)

	N	$\bar{X}$ PLR	Pre	Post	Expected Post	Deviation From Expected
Boys	241	82.0	4.2	4.6	4.6	-0-
Girls	294	83.6	4.1	4.8	4.5	+.3

(1970-71)

	N	$\bar{X}$ PLR	Pre	Post	Expected Post	Deviation From Expected
Boys	139	85.0	4.3	4.7	4.7	-0-
Girls	150	85.7	3.9	4.6	4.3	+.3

(1971-72)

	N	$\bar{X}$ PLR	Pre	Post	Expected Post	Deviation From Expected
Boys	412	83.8	3.9	4.2	4.3	-.1
Girls	291	85.9	4.1	4.7	4.5	+.2

COMPREHENSION

(1969-70)

	N	$\bar{X}$ PLR	Pre	Post	Expected Post	Deviation From Expected
Boys	239	82.0	3.9	4.3	4.3	-0-
Girls	294	83.6	4.1	4.6	4.5	+.1

(1970-71)

	N	$\bar{X}$ PLR	Pre	Post	Expected Post	Deviation From Expected
Boys	139	85.0	3.2	3.8	3.5	+.3
Girls	150	85.7	3.4	4.2	3.7	+.5

(1971-72)

	N	X PLR	Pre	Post	Expected Post	Deviation From Expected
Boys	412	83.8	3.4	3.7	3.7	-0-
Girls	291	85.9	3.7	4.2	4.1	+.1

APPENDIX L (con't)

COMPUTATION

(1969-70)

	N	$\bar{X}$ PLR	Pre	Post	Expected Post	Deviation From Expected
Boys	231	82.0	4.7	5.1	5.2	-.1
Girls	290	83.6	4.8	5.3	5.3	-0-

(1970-71)

	N	$\bar{X}$ PLR	Pre	Post	Expected Post	Deviation From Expected
Boys	139	85.0	4.9	5.6	5.4	+.2
Girls	150	85.7	5.1	5.9	5.6	+.3

(1971-72)

	N	$\bar{X}$ PLR	Pre	Post	Expected Post	Deviation From Expected
Boys	412	83.8	4.7	5.6	5.2	+.4
Girls	291	85.9	5.1	6.0	5.6	+.4

ATTENDANCE

(1969-70)

	N	Pre(days)	Post(days)	Change(days)
Boys	295	91.7%	86.7%	-5.0%
Girls	221	91.6%	88.8%	-2.8%

(1970-71)

	N	Pre(days)	Post(days)	Change(days)
Boys	139	93.2%	91.0%	-2.2%
Girls	150	93.1%	91.0%	-2.1%

(1971-72)

	N	Pre(days)	Post(days)	Change(days)
Boys	412	90.8%	93.7%	+2.9%
Girls	291	91.6%	92.8%	+1.2%

APPENDIX M

Comparison Between 1969-70, 1970-71 and 1971-72 Results

Vocabulary	N	$\bar{X}$ PLR	Pre	Post	Expected Post	Deviation From Expected
1969-70	535	82.8	4.1	4.7	4.5	+.2
1970-71	289	85.4	4.1	4.7	4.5	+.2
1971-72	703	84.7	4.0	4.4	4.4	-0-

Comprehension	N	$\bar{X}$ PLR	Pre	Post	Expected Post	Deviation From Expected
1969-70	533	82.8	4.0	4.5	4.4	+.1
1970-71	289	85.4	3.3	4.1	3.6	+.5
1971-72	703	84.7	3.5	3.9	3.9	-0-

Computation	N	$\bar{X}$ PLR	Pre	Post	Expected Post	Deviation From Expected
1969-70	521	82.8	4.7	5.2	5.2	-0-
1970-71	289	85.4	5.0	5.7	5.5	+.2
1971-72	703	84.7	4.9	5.7	5.4	+.3

Attendance	N	Pre(days)	Post(days)	Changes(days)
1969-70	516	91.7%	87.5%	-4.2%
1970-71	289	93.1%	91.0%	-2.1%
1971-72	341	91.2%	93.2%	+2.0%

APPENDIX N

Characteristics of the Transition Program

Schools With Greatest Progress
vs.
Schools With Least Progress

	Greatest Progress	Least Progress
Duration of school participation in Transition Program	5.2 years	5.0 years
Average number of Transition classes	4.4 per school	3.2 per school
Team Leaders experience (as team leaders)	2.4 years	2.8 years
Duration of teaching experience of team leaders	6.9 years	5.7 years
Perception of Transition as lowering student status	28% of team leaders	50% of team leaders
Students remaining in Transition for entire school year	74% of total	69% of total
Very much coordination of instruction (reported by team leaders)	17% of team leaders	31% of team leaders
Value of after-school Transition team leader meetings (essential and very much)	39% of team leaders	39% of team leaders

CLEVELAND PUBLIC SCHOOLS
Division of Research and Development
April, 1972

APPENDIX O

1971-72 TITLE I TRANSITION CLASSES
SURVEY OF TEAM LEADERS
(N=42)

SCHOOL _____ DATE _____

TEAM LEADER _____

1. Teacher Background

Years of service as Team Leader: 2.5 (including present year)
Years of Teaching experience: 6.8 year(s) including present year

2. Transition Class Schedule

Your Transition class schedule uses:

79% Four-period block
7% Two double-period blocks
14% Other (please describe): 3-period block plus one single period

The scheduling of project classes

Is satisfactory as is: YES 75% NO 25%

Should be modified in the following way: a) planning period for all teachers at the same time; b) Teach science in a classroom suited for science; c) Have block classes in morning only; d) substitute art for music; have gym first period.

3. Selection of Students

The selection of students for the project:

Is satisfactory as is: YES 62% NO 38%

Should be modified in the following way: a) eliminate misplacement of EMR's and "discipline problems"; b) Eliminate mid-year additions to class; c) Students weak in only one area should be placed in remedial course in mainstream.

4. Team Approach

To what extent so you feel that the Transition class instruction (your instruction and that of the other teachers serving your Transition class) coordinates teaching across the various subject areas?

24% Very much so
69% Moderately (some of the time or with some of the subjects)
7% If it happens, it's accidental

After-school meetings with all or most of your Transition teacher teams:
How would you rate the value of these meetings in improving learning and instruction for Transition students?

14% Essential
56% Much value
38% Some value
12% Little or no value

Would you recommend that team meetings:

45% receive more emphasis and encouragement
30% continue as is
25% receive less emphasis

COMMENTS: a) Cooperation of all team members necessary; b) meetings should be called at team leaders discretion; c) resource teachers should be required to attend team meetings; d) more effective to discuss matters with only one teacher at a time, meetings tend to be general discussions; e) hold meetings during school day (not after school); f) provide team leaders with more specific guidelines.

5. Educational Aides

	Very Good	Adequate	Inadequate
Time allocated to Transition	64%	36%	-0-
Ability to do assigned work	80%	15%	5%
Willingness to do assigned work	78%	17%	5%

COMMENTS: a) great aid in giving students scholastic and personal attention; b) great aid in keeping contact with the home; c) extra duties assigned before and after school impede work to be done.

6. Instructional Resources

Instructional materials and supplies (books, work supplies, etc.) in your subject area are:

	YES	NO
Appropriate to learning levels of students	85%	15%
Adequate in quantity	75%	25%

COMMENTS: a) resource materials are very helpful; b) would help to have all 25 books arrive at the same time; c) get more materials suitable for girls; d) need more novels at primary reading level with high interest level.

7. Attitudes of Students

For the majority of students in your Transition Class, does membership in the project seem to:

37% Increase participants' sense of "status" in the school?
26% Not affect participants' sense of "status" in the school?
37% Lower participants' sense of "status" in the school?

6. con't

COMMENTS: a) "O-S-U" Grading lowers pupils' status; b) attitude wavers team members influence students; c) too many placed in as discipline problems that were suited for top section work - adversely affected the class.

8. In your opinion, what single feature of the project has contributed most to project effectiveness (in terms of improving pupils' learning and adjustment)?

a) students able to work at their own speed with close supervising available; b) self-contained block-scheduled classes; c) reduced class size; d) wide variety of materials available; e) services of the e) availability of good equipment; f) use of group work; g) team work; g) teacher's freedom to plan what he or she feels is most beneficial.

9. In your opinion, what single factor has been most detrimental (or contributed least) to pupils' learning and adjustment?

a) change of teachers at mid-year; b) taking in new students at mid-year; c) lack of concern on part of resource instructor - don't project warmth;

10. Would you recommend that the Transition Classes Project:

2% Be discontinued at the end of this year?
57% Be continued next year in its present form?
41% Be continued next year but with the following changes:

a) schedule academic block in the A.M.; b) expand to include Grade 8 c) use experienced teachers where and whenever possible; d) more pre-testing to find student's level of ability; e) give time for them to integrate with mainstream of students.

APPENDIX P

CLEVELAND PUBLIC SCHOOLS
Division of Research and Development
1971-72

SURVEY OF EDUCATIONAL AIDES
TITLE I AND DPPF PROJECT* CLASSES

SCHOOL _____

Project which your serve:

44 Transition
_____ Production Workshop
_____ Learning Laboratory

Number of semesters (including the present semester) that you have served as an educational aide in this Project:

7% One Semester
20% Two Semesters
9% Three Semesters
64% More than Three Semesters

In a typical week, do your assignments include duties that do not serve the students in the Project you checked above?

27% Yes 73% No

If "yes":

Nature of duties _____

Average number of periods per week _____

*Transition, Production Workshop, Learning Laboratory

YOUR RESPONSIBILITIES IN THIS PROJECT

APPENDIX P (con't)

Below are listed various activities of educational aides

1) In the column headed "Not Applicable", mark an X for any activity not usually included in your duties.

2) In the column headed "Most", check the two activities you perform that take up the greatest amount of your time.

3) In the column headed "Least", check the two activities you perform that take up the least amount of your time.

	Not Applicable	Time Given (check no more than two in each column) Most	Least
1. Clerical assistance (marking papers, duplicating materials, etc.).	5%	23%	41%
2. Helping pupil on an individual basis.	____	73%	2%
3. Working with pupils in small groups.	____	82%	7%
4. Supervising class (during study sessions, lunch period, etc.).	27%	23%	55%
5. Conferring with parents via telephone	____	52%	21%
6. Conferring with parents via home visits.	____	70%	2%
7. Conferring with parents via school visits.	5%	18%	50%
8. Conferring with teachers of pupils in project.	10%	32%	27%
9. Other (please specify) _____	____	____	____

(FOR TRANSITION AIDES ONLY)

To what extent have the services of the social worker been of help to you?

30% Extremely Helpful	43% Very Helpful	18% Of Some Help	9% Of Little Help

Parent Conferences

Please indicate the number of students in the project classes whose parents have been involved in the following types of conferences with you during the current school year:

Type of Contact	Parents of
Telephone	91% students
Visit to student's home	92% students
Conference in the school	34% students
Other (specify) _____	6% students

Number of homes you have visited more than once 67%

What types of additional training and/or information would be of service to you in your work as an educational aide in this project?

. More inservice training for: Reading and Math
. Visual Aid training
. A Child Psychology and Behavior Course

What has been the greatest problem you have encountered in your duties as a

. Behavior and discipline problems
. Reading problems
. Gaining students' respect
. Getting parental cooperation and involvement

What changes would you recommend to improve this project?

. Extension of project through other grades
. Addition of study halls
. More parental involvement
. Psychologist to help with children who have adjustment problems
. More responsibility given to students
. Reading skills training for aides and teachers

CLEVELAND PUBLIC SCHOOLS
Division of Research and Development
April, 1972

APPENDIX Q

SURVEY OF PUPIL OPINION
(Boys and Girls Combined)

(N=171)

TRANSITION
1971-72

DIRECTIONS

Read each statement carefully. After each statement, mark "X" on the line that shows how much you agree or disagree with the statement.

	Strongly Agree	Somewhat Agree	Not Sure	Somewhat Disagree	Strongly Disagree
1. I'm learning better this year than I did last year.	70%	14%	12%	2%	2%
2. I could have done just as well in regular classes as I have done in Transition classes.	20%	12%	39%	9%	19%
3. Students learn better if the class is either all boys or all girls.	28%	7%	28%	8%	29%
4. I'm getting into more trouble in school this year than I did last year.	14%	9%	18%	10%	49%
5. I'm glad I'm in the Transition program.	44%	8%	19%	7%	22%
6. I'd like to be in the same kind of program next year.	20%	6%	11%	11%	51%
7. I think the Transition program should be dropped.	18%	7%	17%	6%	52%
8. My parents are glad I'm in the Transition program.	28%	12%	33%	4%	24%
9. Students who aren't in the Transition program wish that they were in it.	27%	8%	29%	3%	33%
10. The teachers in my Transition classes are doing a good job.	70%	10%	4%	5%	5%

CLEVELAND PUBLIC SCHOOLS
Division of Research and Development
May, 1972

APPENDIX R

Questionnaire for Parents
Of Students in Selected Programs

Transition Classes
(N=67)

1. Has your child talked to you about (his/her) school program this year?

89% Yes 11% No

2. How does your child seem to feel about (his/her) school program this year?

59% Seems very satisfied

23% Seems more or less satisfied

6% Doesn't like it

12% (Don't know -- hasn't said much about it)

3. Comparing this year to last year, does your child seem to:

79% Be more interested in school this year

7% Be less interested

14% Have about the same interest

4. Comparing this year to last year, do you think your child:

36% Spends more time on homework this year than last year

30% Spends less time on homework

34% Spends about the same amount of time on homework

5. As far as you can tell, do you think your child:

77% Is doing better in school this year than last year

6% Isn't doing as well this year

17% Is doing about the same this year as last year

6. Do you think the school is:

29% Doing an excellent job in educating your child

52% Doing a good job in educating your child

15% Doing a fair job in educating your child

4% Doing a poor job in educating your child

7. What do you see as the most important reason why your child might not do as well in school as he or she is able?

Lacks interest in school...was absent a lot... has a reading problem...shabby school building...bad influence of fellow students...classes too large.

8. Did you know your child was in the Transition program in school this year?

91% Yes 9% No

a. If "yes", did you receive information about the program via:

8% Printed information (letter,bulletin,etc.)

20% Telephone conversation with someone from school

33% Visit to the school

68% Visit to your home by someone from school

20% What your child told you

5% Other (please specify) not informed

b. Do you feel:

77% The program is a good thing

22% The program may be a good thing but not sure

1% The program is not a good thing

b. (con't)
Why did you answer as you did -- i.e., why do you feel the program "is a good thing" or "is not a good thing"?

Good because:	Not good because:
Slower pace	Too little schoolwork and too many field trips
Smaller classes	Work is too easy
More help for each child	Textbooks can't be taken home
Helps slower readers	
Provides field trips which motivate child	

c. How do you feel about the educational aide visiting you in your home?

I think it's a very good idea because: increases understanding between parent and teacher...helps parents become more aware of what's going on and how they can help...gives parent more insight into child's schoolwork.

It's a pretty good idea but I'd like it better if: teacher's aide would visit more often... teacher's aide would call by phone and make appointment for home visit.

I don't approve of it because: teacher's aide has less than a twelfth-grade education...get more accomplished when parent visits the school.

d. Have you been invited to visit your child's class?

89% Yes 11% No

Have you been invited to take part in any activities related to your child's class?

69% Yes 31% No